



MARYLAND Department of Health

Larry Hogan, Governor · Boyd Rutherford, Lt. Governor · Dennis Schrader, Secretary

MEMORANDUM

TO: Brandon Wright, Associate Director, Health Workforce, Health Professionals
Boards and Commissions

FROM: Shalewa Noel-Thomas, PhD, MPH
Director, Minority Health and Health Disparities

DATE: September 15, 2017

SUBJECT: House Bill 275/Chapter 183, Department of Health and Mental Hygiene-
Recommended Courses in Military Culture

During the 2017 legislative session, the Maryland General Assembly passed **House Bill 275, Department of Health and Mental Hygiene - Recommended Courses in Military Culture**, which requires the Department of Health (the Department), in consultation with the Department of Veterans Affairs, to provide to certain health occupations boards a list of recommended courses in military culture; and generally relating to courses in military culture recommended by the Department.

Specifically, The Office of Minority Health and Health Disparities shall provide to each board a list of recommended courses in cultural and linguistic competency, health disparities and health literacy. The Department, in consultation with the Department of Veterans Affairs, shall provide to each board a list of recommended courses in military culture.

In fulfillment of these requirements, please find below, links to the required courses, for distribution to the specified Boards.

List of recommended courses in cultural and linguistic competency, health disparities and health literacy

List of recommended courses in military culture

As stated in the bill this Act shall take effect October 1 2017, and each board shall:

- (1) Post the list of recommended courses provided to the board under subsection (a) of this section prominently on the board's Web site;
- (2) Provide information about the recommended courses to health care professionals at the time of renewal of licensure; and

(3) Advertise the availability of the recommended courses in newsletters and any other media published by the board.

Please feel free to reach out to Karen Gutierrez at the Office of Minority Health and Health Disparities at 410-767-6539 or Karen.Gutierrez@maryland.gov if you have any questions regarding this response to HB 275.

Cultural and Linguistic Competency, Health Disparities and Health Literacy Training Modules

Training	Format	Duration	Objectives and Information
<u>Introduction to Cultural Competency and Title VI</u>	Web-based self-study on TRAIN	25 minutes	<ul style="list-style-type: none"> To explain what Title VI is and its implications for workers in the health care industry, especially public health To outline the demographic distribution of people by language and race in the United States To discuss cultural competence in the healthcare setting and how this relates to Title VI legislation To state the laws concerning cultural competence To outline the process of achieving cultural competency according to the cultural competency continuum, and To list the standards for measuring cultural competency in the healthcare industry
<u>Health Literacy & Public Health: Strategies for Addressing Low Health Literacy</u>	Web-based self-study Requires log-in registration, CEUs	1 hour	<ul style="list-style-type: none"> Provides strategies for considering literacy when creating public health messages for the general public. Provides strategies for considering literacy in direct public health services to the public.
<u>Unnatural Causes</u>	Video clips online	Varies from 1 min-30 min	<ul style="list-style-type: none"> <u>Discussion guide</u> is provided for the 7-part documentary series on healthcare in America
<u>Putting Together the Pieces: Communicating with Limited English Proficiency Populations</u>	Archived webinar	1 hour 20 min	<ul style="list-style-type: none"> Examines the process for establishing emergency communication plans with limited English proficiency communities. Provides case studies and uses social media outlet illustrations.
<u>Health Literacy Measurement Tools</u>	Validated tests to determine health literacy level	n/a	<ul style="list-style-type: none"> Useful tool for provider to assess patient's health literacy level
<u>The Health of LGBT People: Ending Disparities, Ending Invisibility</u>	Archived webinar	1 hour	<ul style="list-style-type: none"> Participants will learn strategies for taking a sensitive history with LGBT people. Learn ways of inquiring about and being supportive of a patient's sexual orientation and gender identity. Resources and trainings available from the National LGBT Health Education Center (The Fenway Institute, Fenway Health).
<u>Provider-Patient Relationship Training Videos</u>	Video series library	Varies from 8 min-1 hour	<ul style="list-style-type: none"> Set of ten videos features real doctors talking with real patients in

Created by the Office of Minority Health and Health Disparities, Maryland Department of Health

Please forward any comments or questions to MDH.HealthDisparities@Maryland.gov

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			<p>suburban and urban settings.</p> <ul style="list-style-type: none"> The accompanying teaching manual includes core concepts and data about doctor-patient communications, an introductory slide set, and learning exercises.
<u>Exploring Cross Cultural Communication</u>	Web-based self-study on TRAIN	2.5 hours 3 Modules	<ol style="list-style-type: none"> Culture This module presents some basic but important concepts of culture through a virtual group seminar. In the first seminar, culture is defined and the reasons why people create cultural stereotypes is examined. A set of simulated e-mails introduces the learner to a situation that requires the application of both cultural sensitivity and sound communication techniques. Communication The second module defines health communication, describes the process of human communication and offers a number of good communication strategies. Cross-Cultural Communication By working through the final module, learners compile a list of effective cross-cultural communication strategies which help in resolving the communication situation presented in the first module.
<u>Health Equity: A Public Health Essential by The Empire State Public Health Training Center</u>	Web-based Self-Study	1.5h	<ul style="list-style-type: none"> Describe terms related to health equity. Identify how historically major advances in health status resulted from broad-based social reforms. Identify the health outcomes of affected populations. Describe the social determinants of health and how they contribute to health disparities and inequities. Describe the Healthy People 2020 approaches to address health inequity. Illustrate the role of the public health workforce in addressing health inequity. Describe evidenced-based

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			approaches to addressing health equity
<u>Health Literacy & Public Health: Introduction</u>	Web-based Self-Study	1.5h	<ul style="list-style-type: none"> • Define fundamental literacy. • Define health literacy. • Describe how health literacy relates to public health. • List the four domains of health literacy. • Give an example of each of the four domains of health literacy. • List some coping strategies people use to compensate for their low literacy skills. • List some groups that are more likely to be less literate. • List some reasons why people may have low literacy. • List the consequences of low health literacy for individuals. • Describe why people, regardless of literacy skills, may fail to understand health information. • Give examples of how low literacy affects the essential services of public health.
<u>Health Equity in Agencies</u>	Web-based Self-Study	1.5 hours	<ul style="list-style-type: none"> • Provides strategic practices and action steps to achieve health equity in agencies • Provides case studies from cities and states nationally
<u>Self-Assessment Tool</u>	Agency-Test		<ul style="list-style-type: none"> • Assesses where the organization stands on health equity – help strategize action steps
<u>Local & Regional Government Alliance on Race & Equity Toolkit</u>	Resource Toolkit		<ul style="list-style-type: none"> • This Tools and Resources page includes: • Materials from our events, including national and regional convening and

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			<p>webinars</p> <ul style="list-style-type: none">• Issue papers that describe topics and approaches that have impact, as well as examples from cities and counties that provide the opportunity to learn from the experiences of others.• Tools for racial equity, including a Racial Equity Tool from the Alliance that captures an overall approach to integrating racial equity into routine decision making, as well as examples from our cohort of jurisdictions at the forefront of racial equity• Videos that tell the stories of our work
<u>Working with Interpreters in Health Care</u>	Web-based Self-Study	1 hour	<ul style="list-style-type: none">• Identify problems that may occur when using an untrained interpreter• Identify the criteria of selecting a skilled, professional interpreter• Identify 7 principles a provider should use to ensure effective communication during an interpreter interview.